

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF PALMER,

FOR THE

Year Ending March 12, 1859.



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FISK & GOFF, PRINTERS,  
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# REPORT

OF THE

## SCHOOL COMMITTEE OF PALMER.

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IN compliance with the provisions of the Statutes, creating and regulating the duties of the School Committee, we present the following as a detailed "report of the several public schools in the town, with such statements and suggestions in relation to such schools, as the Committee deem necessary or proper to promote the interests thereof."

The Committee was duly organized by the choice of Andrew D. Bullock as Chairman, and Jonas M. Clark, Secretary. Soon after this organization, Mr. Clark resigned his connection with the Board, owing to the pressure of other duties. At a meeting of the Selectmen and the remaining members of the Committee, called for the purpose of filling the vacancy, Gamaliel Collins was elected to fill the unexpired term.

The schools were assigned for particular supervision to the members of the Committee as follows:

To A. D. Bullock,	Districts Nos.	2, 3, 8, 6.
To J. H. M. Leland,	" "	5, 10, 11, 12.
To G. Collins,	" "	1, 4, 9, 13, 7.

The High School was under the charge of the full Board, and visited alternately by them.

### District No. 1.

Miss Serane M. Fenton, Teacher. Term, sixteen weeks. This was her first effort to teach, and she succeeded in gaining the affection of her scholars and in imparting to them a thorough course of instruction.

The WINTER TERM of twelve weeks, was taught by Miss Mary E. Breard, who was just the teacher to succeed Miss Fenton. She found the school in good condition, and left it very much improved.



## District No. 2.

**FIRST DEPARTMENT.**—The Summer and Winter Terms of this division were taught by Miss Sophia Shumway, a resident of the District. She has had previous experience in the District. Miss Shumway's success as a teacher was good, but as a disciplinarian she is too lenient. Her school appeared well, however, and if this defect could be remedied, she would stand second to none. Her literary qualifications are really superior.

**SECOND DEPARTMENT.**—The Spring, Summer and Autumn terms were taught by Miss Jane A. Sedgwick, of Belchertown. She came to her charge with considerable previous experience. In former reports we have had occasion to speak of her faithfulness and ability as an instructor of youth. During these terms she manifested even more than her usual interest and strength. The school made rapid progress both in learning and order. Being of a lively and hopeful disposition she imparted her own spirit to the school. Though faithful to the District, she had occasion to suffer most intensely in her feelings by the almost inhuman conduct of some, who attempted to bolster up the High School teacher by injuring her character. The effort did not succeed, but the attempt shows to what a depth of depravity some human hearts can sink. The town has rarely employed the services of one more competent, energetic and successful. Other *engagements* preclude the hope of her teaching to any considerable extent again.

**THIRD DEPARTMENT.**—The Spring Term of this school was taught by Miss Lizzie J. Sedgwick of Palmer. The school was only seven weeks in length. The school was overflowing in numbers, and although this was her first attempt at teaching, she succeeded well.

The Fall and Winter Terms of this division were taught by Miss Nellie Smith, a resident of the District. This was her first school, and she had nearly seventy scholars under her charge. The Committee did not expect much success, but they were happily disappointed. She kept an admirable school. Particularly does she excel as a disciplinarian.

## District No. 3.

**FIRST DEPARTMENT.**—The Summer Term was under the instruction of Miss Jane F. Parsons, of Belchertown. The qualifications of this teacher were good, and she labored industriously, but she lacked energy in the conducting of her recitations. The school appeared sleepy and lifeless, and at the closing examination there was an entire absence of enthusiasm and spirit. Some of the classes made good progress, but as a whole, our expectations were not met.

**SECOND DEPARTMENT.**—The Summer and Winter Terms were under the charge of Miss Mary F. Brown, of Brimfield, a former teacher. She fully sustained her well-earned reputation for skill and success as an instructor. The school made rapid progress in all the branches pursued. Miss B. has a happy faculty of governing by love, and the order of the school was excellent. The school was a great success.

**THIRD DEPARTMENT.**—The increasing wants of the District, created last year this department. The school is kept in McGilvray's block, and we were compelled to engage the room during the last winter; it is hardly adapted to the purpose, but the best that can be obtained. Here was no Summer school. The Winter Term was taught by Miss Sarah F. Brown, of Brimfield. She had a large number of little ones to care for, and the school appeared well. The closing examination attested her faithfulness.

#### **District No. 4.**

The SUMMER TERM of thirteen weeks was taught by Miss Minerva M. Hastings, who succeeded in keeping one of the best regulated schools in town.

The WINTER TERM of twelve weeks by the same teacher, was equally successful; fully sustaining the Committee in a former report, urging the town to give a preference to their own citizens who have qualified themselves as teachers.

#### **District No. 5.**

**FALL TERM.**—Miss Harriet L. Smith, Teacher. Miss Smith is a native of, and a resident in, the district. The order of the school was very good, and the scholars manifested much interest in their studies. There was in some instances, a want in the teacher of that close attention needful to secure accuracy of scholarship in the pupil. The lack of experience on the part of the teacher was attended, as is usually the case, with those imperfections in the method of teaching which longer practice will doubtless obviate. The Committee are of the opinion that one obstacle to the best success of a school in this district would be removed if the teacher should be chosen from without the district.

The district having become aware of their need, have provided a very comfortable school-house. It is believed however, that a much larger expenditure might have been made, while with little injury to the estates, with much of intellectual and moral advantage to the scholars of the district.

**WINTER TERM OF THREE MONTHS.**—Taught by Charles D. Foster. Mr. Foster succeeded in maintaining excellent order, and the school under his instruction made commendable progress.

#### **District No. 6.**

The SUMMER AND WINTER TERMS of this school were taught by



Miss Esther C. Burley, of Wilbraham. This school has improved in character very materially within a few years past. It has become one of our best schools so far as order and industry are concerned. Miss Burley succeeded in keeping an excellent school. Her discipline was mild and yet firm, and the instruction was thorough. The District were fortunate in securing her services.

### **District No. 7.**

The SUMMER TERM was taught by Miss Sarah S. Shaw. This school is the smallest in town. The whole number that attended was but five scholars, and there were twenty-five tardy marks against one, and seventeen against another, besides eight absentee's marks against the same. The school was making but a poor apology for spending the money of the town, and the Committee could not say whether the teacher was deserving of praise or censure.

The WINTER TERM taught by Charles R. Shaw, was worse than the Summer. His greatest number of scholars was but four. This teacher had the name of keeping *school*, and getting for his services, twenty-eight dollars. We regard this as an unwarranted waste of money.

### **District No. 8.**

SUMMER TERM.—Harriet A. Anderson, Teacher. The character of the school rapidly improved under the faithful instruction of Miss A. Her manners in the school-room were unpolished, and even bordering upon the masculine, but she gained the affection of her pupils, and the close of the school revealed a great amount of improvement in all the branches pursued. We listened to some speaking by the Misses that would do credit to those who had pursued the study of elocution to its utmost extent.

The WINTER TERM was under the instruction of Mr. Charles D. Vinton, a student at the Concord Biblical Institute. We were highly gratified with the appearance of his school, and the evidences of interest in his instruction on the part of scholars, as well as the cordial feelings of the District towards him. Owing to illness the committee were not present at the closing examination.

### **District No. 9.**

Miss Mary E. Breard, Teacher. This was Miss B.'s first school, and she succeeded in gaining the respect and confidence of parents and scholars, and succeeded in keeping a well regulated school.

The WINTER TERM of eleven weeks, was taught by Edwin Lawrence, who under many disadvantages, succeeded in keeping a good school.

### **District No. 10.**

SUMMER TERM.—Miss Annie Mills, Teacher. This was Miss Mills' first school. She entered upon her duties with much de-



termination, and we believe labored faithfully and to the best of her ability to have a good school. That she did not entirely succeed is no matter of wonder. There was however, a good degree of improvement in study. Considering the size and the previous history of the school, the Committee pronounce it for the first effort, a decided success. At the examination, the school through the perverseness of some of its scholars, failed to meet the expectations its previous appearance had warranted.

The WINTER TERM of twelve weeks was taught by Philander Thurston. Mr. Thurston has been a very successful teacher in this district, and the committee think he has fully sustained his reputation as a faithful and competent teacher. The school-house is not what the district ought to be satisfied with, if they would consult the health or comfort of these children.

### **District No. 11.**

SUMMER TERM.—Miss Sophia E. Bentley, Teacher. The scholars in this school were very constant and punctual. The school was carried through very harmoniously. The examination passed in a very agreeable and successful manner. If any defect was noticeable, it was that of want of enthusiasm in the school. This was doubtless attributable in some degree, though not altogether, to the size of the school. The Committee think that the teacher while not relaxing in any measure her discipline, may yet improve it much, and with it, the schools that she may teach, by rendering it more attractive.

The WINTER TERM of thirteen weeks was taught by Miss Lucy A. Hastings. This is a small school, consisting of but fifteen scholars. The Committee consider this one of the best regulated and successful schools they have visited this winter.

### **District No. 12.**

FIRST DEPARTMENT.—The WINTER TERM of twelve weeks was taught by Miss Celeste Newhall. This was her first school, and her success was complete. Her scholars were interested in her mode of instruction, and she used no rawhides, nor did she inflict corporeal punishment during the term. The examination was very gratifying to parents and Committee, especially the original compositions and declamations.

SECOND DEPARTMENT.—SUMMER TERM.—Miss Josephine H. Moulton, Teacher. Miss Moulton was possessed of good intellectual attainments, and considerable experience. Her government was mild, and yet successful. She succeeded in gaining the confidence and respect of her pupils. Her school showed improvement at its closing examination. Several very good declamations from her youthful scholars, attracted the notice of the Committee.

**FALL TERM.**—The Fall Term of this school was taught by Miss J. H. Moulton until the eighth week, when her health failing, she was succeeded by Miss Seraph Newton. Miss Newton being young and inexperienced, did not succeed in filling the place left vacant by Miss Moulton. A larger experience will doubtless much improve Miss Newton's capacity as a teacher.

The **WINTER TERM** of twelve weeks was under the instruction of Mrs. Mary A. Moulton, whose school at the examination showed a very commendable progress. The classes in Arithmetic and Geography were excellent.

**THIRD DEPARTMENT—SUMMER TERM.**—Miss Abbie E. Tyler, Teacher. This school being composed of the youngest scholars in the district, and these being, in respect to the larger part, of foreign parentage, is one calculated severely to test the skill and patience of the teacher. Miss Tyler, though thus tried, proved herself equal to the task. She was assiduous in her attentions to her scholars, and was loved by them. It is no disparagement to her to say that the order of her school was not perfect, for in such a school the elements of order are not found ready at hand but must be created. For this work time is requisite. The Committee believe that Miss Tyler labored faithfully, and with as much of success as could be reasonably expected.

**FALL TERM.**—The Fall Term of this school was taught by Miss A. E. Tyler until the fifth week, when in consequence of the increased number of scholars, the school was divided. Miss Tyler continued to have the charge of the oldest of the scholars.

The younger were taught during the remainder of the term by Miss Harriet M. Kent. Although it was Miss Kent's first term of teaching, it was quite manifest that she is possessed of excellent qualities as a teacher. The order of her school-room was unusually good; while it was secured with little apparent effort. Her scholars made much progress during the few weeks they enjoyed her instruction.

The **WINTER TERM** of twelve weeks was taught by Miss Harriet M. Kent, who by diligence and perseverance fully sustained the former excellency of this school.

If the schools in this district have been less successful the past year than is desirable, it is owing in no small measure to the fact of the selection by the District of a Prudential Committee, who instead of confining himself to his own duties, and of rendering the Town Committee that assistance the law requires of him, has interfered with their duties; has imposed conditions upon the teachers, upon the penalty of not having the school in known opposition to the expressed wish and requirements of the Town Committee, and who thus made inevitable a district quarrel, or a school governed by the district rather than the Town Committee.

For the sake of peace, the Committee have not insisted upon



some points which they yet regard as essential to the highest interest of every school.

### District No. 13.

FIRST DEPARTMENT.—Term eleven weeks. Caroline E. Mellish, Teacher. Miss M. was obliged to quit her school in the midst of the term on account of ill health, which was a serious loss to the scholars, as she was a faithful and competent teacher.

WINTER TERM of twelve weeks. Philo D. Winter, Teacher, who succeeded in keeping a well regulated school. His class in Mathematics and Spelling were excellent.

SECOND DEPARTMENT.—Term sixteen weeks. Miss Juliett Barnes, Teacher. This department was made up of the children of our foreign population, but the teacher by industry and energy succeeded beyond the expectations of the committee.

WINTER TERM of twelve weeks, by the same Teacher, with increased success, fully sustaining Miss Barnes' reputation as one of our most successful teachers.

### HIGH SCHOOL.

This Institution for a few years past has shared largely in the mutation of earthly things—changing its location with the seasons, and its teachers annually, and sometimes twice annually, besides altering its name occasionally to suit the progressive taste of this section of the Commonwealth. This year it happens to bear the somewhat pretentious cognomen of “High School.”

Its existence has been hitherto a protracted infancy, and the source of interminable contentions at every March meeting. Repeated attempts have been made to starve it out by scanty and insufficient appropriations, but that Statute which makes it obligatory upon the town, has interfered and compelled its existence, although at a “dying rate.” We are compelled to look upon it as an *orphan* and a *starveling*.

The beginning of the current year looked, perhaps, a trifle more auspicious than for some previous years. The appropriation was one hundred dollars greater—the sum placed at our disposal was five hundred dollars. With this sum in our hands we began to look around for a teacher, but soon found that any teacher with the requisite qualifications could command from eight to twelve hundred dollars per year. As a last resort, we engaged the services of Mr. Henry B. Barrows of Providence, R.I. He came well recommended, and had previous experience as a teacher. The first term of his school commenced at Thorndike. Soon after commencing, he became dissatisfied with the salary for which he had agreed to teach, and with the text books prescribed by the Committee, substituting in their place favorite ones of his own choice. His method in the conducting of recitations was nervous and erratic in the extreme, giving and counter-

manding directions. He seemed to lack system in the arrangement of classes. The Committee remonstrated with him repeatedly during the term, but their best endeavors in this direction were unheeded. As a result of this course, he lost the friendship of many of the parents, who removed their children from the school, and the term closed with numbers greatly reduced. The Committee were dissatisfied with the school and suffered him to continue only under a pledge that there should be a radical change in his method.

The second term (summer) under his instruction, commenced at Three Rivers. The school-houses in this District are the property of the Palmer Manufacturing Company, and considerable difficulty was experienced in making arrangements for its commencement. Indeed, the school commenced its session there under a protest from some of the members of that corporation, they questioning the right of the committee to locate it there during the summer term. This course occasioned us great perplexity and considerable difference of feeling in the District. This difficulty was however adjusted, and the school commenced. On going to the school-room to examine and classify the scholars, we found the teacher uncourteous and sullen, and we saw a determination on his part to set aside our suggestions and those arrangements for which we alone must be responsible to the District and the town. Taking counsel of some restless spirits, who take pleasure in trampling upon all law and authority, he openly defied us to dispossess him of his position, alleging that public sentiment was with him, and would sustain him.

Under these circumstances we suffered the school to continue for a number of weeks, that any further action on our part might not have the appearance of haste and inconsideration. Finding that his presumption and folly was in proportion to our forbearance, the Committee dismissed him and closed the school.

This was the occasion of one of the most disgraceful scenes that ever occurred in town, and which for its credit, we hope may never be repeated. Some fifteen or twenty of the hot bloods of the District rushed into the school-room ripe for mob law, and demanded of the Committee in presence of the school, that it should continue. Their boisterous demands were plentifully interlarded with oaths such as the ears of children are seldom regaled with. Men, venerable with age and snowy honors, raged and gesticulated like so many furies fresh from the pit. Your Committee were cursed as tyrants, and law was pronounced illegal and unconstitutional by different voices mingling together in beautiful concert, and we were threatened with every evil save assassination. Seeing no prospect of a subsidence, the Committee retired and left them to calm down as circumstances might favor. The result of this ebullition may be read in the records of



a special town meeting called to straighten out that which was crooked.

This district is unfortunate in the number of its local quarrels. Two teachers have had to suffer the shame and expense of law-suits for their faithfulness, and the character of the Prudential Committee has, during the year, been maligned because he would not allow himself to become the tool of a few unprincipled men.

This state of things will doubtless continue until the District become independent of such dictation by owning themselves their school-house property. As it is now, the schools in that District are dependent upon the caprice of a few men who love power, and who wish to control all interests of the town, material as well as educational. The District save something in taxes by such an arrangement, but they compromise their independence. It is the worst possible policy, reducing them to a servility terribly repulsive. The school-house is unfit for the purpose, and the committee were informed by the highest authority, that there is imminent danger of its "sliding into the canal" immediately in its rear. A new house should be erected immediately to meet the wants of this important and increasing District.

The services of Mr. George W. Landon were engaged as teacher of the High School. The unexpired term was offered to this District, but there was no room for its session, and accordingly the fall term was commenced at Duckville.

Mr. Landon is a graduate from the Westfield Normal School, and came highly recommended from that institution, which he has nobly sustained. The Committee award to him the praise of having kept the most successful and satisfactory term of the graded school since its adoption by the town. The winter term of this school was taught at the Depot, there being a larger number of scholars present than usual. The efforts of Mr. L. were highly successful. In an ability to secure industry and an interest and enthusiasm in the branches pursued, he has had no equal in town for a long time. The school was orderly and advanced rapidly. The closing examination was highly satisfactory.

## GENERAL REVIEW.

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IN presenting a minute history of the several public schools for the year past, it has been necessary for us to allude to some circumstances, the existence of which we have deeply regretted, not so much because of their effect in increasing our labors and perplexities, as their bearing upon the cause of public education in town. Whatever interferes with this to any large extent, should be deprecated as a calamity by every good citizen—it is levying a heavy tax upon the future welfare of the present generation and permanently affects the character and reputation of the town.

In prosecuting these duties which you have made imperative upon us, we have encountered opposition, because we have necessarily come into collision, to some extent, with a public sentiment raised out of old chronic prejudices and temporary and local excitements. The disposition which has been manifested during the year, in some quarters, of placing obstructions in the pathway of our educational interests, and increasing the labors of teachers and committee, is a most *expensive luxury*. It may afford little souls amusement for the time being, but the high-minded view it with unaffected sorrow, as sporting with interests altogether too serious and stern. The experience of the past year has been a fruitful one in suggestion, teaching one or two practical lessons worthy of being treasured in the public mind, and the first one is, that *law is the only safe-guard of our schools*; manifestly the interest and affection of the people ought to be; but it is not. The great hue and cry of the restless is yet,—“Is it so 'nominated in the bond?” and their utmost endeavor seems to be to evade the law, and carry out their own plans of improvement or rather retrogression. The second practical truth upon which the year has been one continuous comment, is, that men harmless elsewhere, because of their moderate parts, can do almost incalculable injury to the cause of public school education; can block its wheels for a time by creating alienations not easily allayed, and they do this too in spite of intelligence, integrity and honor. This being so we have little reliance upon anything but the rigid *letter of the law*. In exercising a jealous care over the schools we have not been controlled by a hireling spirit, nor by a disposition to give needless offence in the exercise of that authority which the law gives us. It has been necessary for us



repeatedly to offer suggestions to teachers, to oppose encroachments and in a few instances to remove teachers. We have always endeavored to act with firmness and yet in a spirit of kindness—not to consult our own feelings and sympathies, but the welfare of the Districts and the town as a whole.

In carrying out our plans for the improvement of the schools, we have been encouraged and aided largely by individuals in every District of the town; their course in this respect is deserving of honorable mention—they have cheered the teachers by their frequent presence in the school room and by words of deserved and cheerful commendation. The closing examinations of our schools have been unusually well attended and satisfactory to all concerned. With a few exceptions, they have given the highest satisfaction to the Committee, both in discipline and instruction. All things considered, this was unexpected, and it is peculiarly gratifying to us. In some instances they have had to contend with the *officiousness* of self-constituted agents of the town who have taken it upon themselves to visit regularly nearly all the schools in town, and in the plenitude of their wisdom, give directions to teachers and pupils. We have been troubled excessively by such interference on the part of *one* man in town, whose name may be seen recorded on most of our registers, many times during the progress of the terms—giving the impression very generally that he covets the *honorable* position of a member of the Board.

**PRUDENTIAL COMMITTEES.**—The law very wisely provides that they shall be every way auxiliary to the general Committee and advise together in reference to the welfare of the schools. They occupy a responsible position and the character of the schools depend somewhat upon their characters. If they are vicious and incompetent, they will give but little attention to the competency of the teachers they employ, and their example—always contagious—is dangerous to the young who are necessarily brought more or less under their influence. If they are possessed of “ugly” and unruling blood, they can keep a District in a perpetual turmoil and neutralize the efforts of the very best teacher that ever taught a District school. Districts should sedulously guard this office and see that only virtuous and high-minded men fill it—men of responsible character. Most of the Districts have been fortunate in this respect, having secured the very best men for the position and who have aided us considerably in our labors, as well as the teachers. There has been one marked instance of the opposite—where our efforts have been retarded and our directions set at defiance—but the warfare was found to be an unequal one and hastily abandoned.

**LENGTH OF SCHOOLS.**—It was formerly the custom in this town to require the schools to be kept five days and a half and even six days in the week. Experience decides that this is an unwise

demand, and neither authorized by Providence nor the actual demands of the Districts. There is an economy in this matter that tends to intellectual poverty. In our primary schools, where the heaviest demand of the pupil is confinement, five days are enough and children of this description need one day of the week for recreation. In our more advanced schools, where diligence is expected and required, five days of close application is all that the health of pupils will allow—more than this is a draft upon the reserved forces of nature, which ultimately result in injury. Teachers will accomplish more in five days than they can in six—and by having Saturday to recruit their exhausted energies they commence the duties of the week with more spirit, and the exercises are found to progress more successfully. Some two years since, the Committee of this town voted to require but five days schooling in the week. Twenty days schooling is a month in the eye of the law. This has come to be the general requirement of the Districts, and we hope it may be introduced into all, believing as we do they will be the gainers.

**SCHOOL HOUSES.**—The moral effect of school houses is a subject that receives but little attention by our Districts, and still it is worthy of a close attention in the building and repairing of school houses. Without entering fully into the merits of that question—it must be obvious to the most ordinary apprehension that the school house is, in some degree, an *educator*. All sensible objects produce an impression upon the mind, and when made upon the minds of youth, are lasting. Images that have proportion, fitness and beauty become a standard of taste and in subsequent life, are recalled and imitated. If the school house is carelessly constructed, dirty and neglected; if it is in a dilapidated condition and has an air of repulsiveness, this inevitably becomes a standard—and helps to create a false and imperfect taste, and not only is this result experienced, but study in such a place becomes irksome and children dislike to attend school. In a neat and beautiful school house it is a pleasure to study and the school becomes attractive and profitable. In the school house at Bondville there were crowded together during the winter, forty scholars. The house is small, without any ventilation, and whenever the Committee visited it the air was foetid and noxious. As a natural result there was a great amount of headache and sickness on the part of teacher and scholars. Colds were almost constant. We regard the house as a hot-bed of consumption. It is altogether insufficient for the purpose and ought to give place to a new and more commodious one. The same is true of some other Districts, though not to so great an extent. The school house at the depot is a discredit to the citizens of the District—a reproach to their taste and liberality. The entrance is hacked up and the most disgusting and obscene images stare out from every side at the visitor. We have repeatedly experi-



enced a feeling of shame as we have conducted visitors and strangers within its walls. The present wants of the District demand imperatively a new house, leaving out of view entirely its moral bearing upon the education of children.

DEPORTMENT.—A vigorous effort has been made on our part to break up the habit of swearing and the use of immodest language around the school houses during intermissions and at the recreations of the scholars. This has been hitherto, a just occasion for censure. Strangers in passing the school houses have been shocked at the amount of indelicate and profane language which they were compelled to hear. We are most happy to record a marked improvement in this regard—teachers and parents to some extent have seconded our efforts and an oath is seldom heard now in places where formerly it was the burden of conversation.

During the year we introduced the practice of making weekly reports of the scholarship and deportment of pupils to parents and guardians. We have seen decided benefits resulting from this method in the greater improvement of the schools. During the month of October, Rev. John H. M. Leland removed from town and vacated his position as member of our Board, and his duties have devolved upon us since then. These facts and recommendations we respectfully submit to your consideration.

ANDREW D. BULLCOK, } Committee.  
GAMALIEL COLLINS, }

# STATISTICS OF THE SCHOOLS.

## NO. 1.—HIGH SCHOOL.

PLACE.	TEACHER	Wages per month.	Time in months.	Whole No.	Average No.
Thorndike,	H. B. Barrows,	\$45 00	3	28	18
Three Rivers,	"	45 00	1½	34	30
Duckville,	George W. Landon,	38 00	2¾	38	30
Palmer Depot,	"	38 00	3¼	36	30

## NO. 2.—SUMMER TERM.

DISTRICTS.	TEACHERS.	Wages per month.	Time in months.	Whole No.	Average No.
1, Old Center,	Serane M. Fenton,	\$18 00	4½	24	16
2, Three Rivers, 1st D.	Sophia Shumway,	18 80	3½	58	34
" " 2d "	Jane A. Sedgwick,	20 00	3	30	26
" " 3d "	Lizzie J. Sedgwick,	14 00	2¼	38	34
3, Depot, 1st "	Jane F. Parsons,	20 00	3	32	22
" " 2d "	Mary F. Brown,	20 00	3	65	48
4, Mason,	Minerva M. Hastings	10 00	3½	41	31
5, Foster,	Hattie L. Smith,	13 00	2¼	14	11
6, Burley,	Esther C. Burley,	17 00	3	25	20
7, Shaw,	Sarah S. Shaw,	17 00	2¾	8	6
8, Shearer,	Harriet A. Anderson,	15 00	4		
9, Gamwell,	Mary E. Breara	16 00	2¼	10	7
10, Bondville,	Annie M. Mills,	16 00	3	44	31
11, Hastings,	Sophia E. Bentley,	16 00	2½	18	17
12, Thorndike 2d D.	Josephine H. Moulton,	20 00	3	51	37
" 3d D.	Abbie C. Tyler,	18 00	3	59	37
13, Duckville, 1st D.	Caroline E. Melisle,	20 00	2¾	30	26
" 2d D.	Juliet Barnes,	20 00	4	51	34

## NO. 3.—AUTUMN TERM.

DISTRICTS.	TEACHERS.	Wages per month	Time in months.	Whole No.	Average No.
2, Three Rivers,	Jane A. Sedgwick,	\$18 00	3	35	28
" 2d D.	Nellie Smith,	13 00	3	53	40
3, Palmer Depot,	Sarah F. Brown,	20 00	1	31	19
" 2d D.	Mary F. Brown,	20 00	1	71	66
12, Thorndike,	Josephine H. Moulton,	20 00	3	46	29
" 2d D.	Seraph Newton,	20 00	3	46	29
" 3d D.	Harriet M. Kent,	20 00	2	36	26

## STATISTICS OF THE SCHOOLS, (CONTINUED.)

## NO. 4.—WINTER TERM.

DISTRICTS.	TEACHERS.	Wages per Month.	Time in Months.	Whole Number.	Average No.
1. Old Centre,	Mary E. Breard.	\$18 00	3	26	21
2. Three Rivers,	Sophia Shumway.	20 00	2½	30	27
Do., 2d Dist.,	Nellie Smith.	13 00	2½	58	47
3. Depot,	Mary F. Brown.	23 00	3	40	34
Do., 2d Dist.,	Sarah F. Brown.	23 00	3	43	41
4. Mason,	Minerva M. Hastings.	18 00	3	40	30
5. Foster,	Charles D. Foster.	26 00	3	22	16
6. Burley,	Esther C. Burley.	19 00	3	29	22
7. Shaw,	Charles R. Shaw.	16 00	1½	4	1
8. Shearer,	Charles D. Vinton.	20 00	4		
9. Gamwell,	Edwin Lawrence.	20 00	2¾	9	7
10. Bondville,	Philander Thurston.	30 00	3	46	35
11. Hastings,	Lucy A. Hastings.	16 00	3¼	15	13
12. Thorndike,	Celeste Newhall.	22 00	3	23	19
Do., 2d Dist.,	Mary A. Moulton.	22 00	3	30	18
Do., 3d Dist.,	Harriet M. Kent.	22 00	3	37	24
13. Duckville,	Philo D. Winter.	35 00	3	27	21
Do., 2d Dist.,	Juliet Barnes.	20 00	3	40	30

## NUMBER OF SCHOLARS, AND DIVISION OF THE SCHOOL MONEY FOR THE YEAR 1859.

School District	No. of Schol'rs.	\$1800 divided by the Assessors.	\$200 divided by Sch. Committee.	\$162 14, Sch'l Fund, \$49 50, Merrick Fund, divided by the Assessors.	TOTAL.	Am't to each Sch'r in the several Dist's.
No. 1,	26	\$63 38	\$20 00	\$16 28	\$99 66	\$3 83
2,	111	262 47		16 28	278 75	2 51
3,	136	322 32		16 28	338 60	2 48
4,	42	99 54	14 00	16 28	129 82	3 09
5,	20	47 40	34 00	16 28	97 68	4 88
6,	29	68 73		16 28	85 01	2 93
7,	3	7 12	45 00	16 28	68 40	22 80
8,	15	35 55	6 00	16 28	57 83	3 85
9,	15	35 55	30 00	16 28	81 83	5 45
10,	49	116 13	5 00	16 28	137 41	2 80
11,	16	37 92	46 00	16 28	100 20	6 45
12,	196	464 52		16 28	480 80	2 45
13,	101	239 37		16 28	255 65	2 53
	759	\$1800 00	\$200 00	\$211 64	\$2211 64	



STATISTICS OF THE SCHOOLS (CONTINUED)  
NO. 4—WHITE TERM

Grades	Teachers	Number of pupils	Number of months	Number of days	Number of weeks
1	Miss E. Howard	418	8	20	4
2	Miss E. Howard	30	8	20	4
3	Miss E. Howard	18	8	20	4
4	Miss E. Howard	22	8	20	4
5	Miss E. Howard	22	8	20	4
6	Miss E. Howard	18	8	20	4
7	Miss E. Howard	26	8	20	4
8	Miss E. Howard	19	8	20	4
9	Miss E. Howard	10	8	20	4
10	Miss E. Howard	2	8	20	4
11	Miss E. Howard	20	8	20	4
12	Miss E. Howard	30	8	20	4
13	Miss E. Howard	10	8	20	4
14	Miss E. Howard	10	8	20	4
15	Miss E. Howard	10	8	20	4
16	Miss E. Howard	10	8	20	4
17	Miss E. Howard	10	8	20	4
18	Miss E. Howard	10	8	20	4
19	Miss E. Howard	10	8	20	4
20	Miss E. Howard	10	8	20	4

NUMBER OF CHILDREN AND DIVISIONS OF THE SCHOOL MONEY FOR THE YEAR 1893

Grades	Number of children	Number of divisions	Number of weeks	Number of days	Number of months
1	418	1	20	20	4
2	30	1	20	20	4
3	18	1	20	20	4
4	22	1	20	20	4
5	22	1	20	20	4
6	18	1	20	20	4
7	26	1	20	20	4
8	19	1	20	20	4
9	10	1	20	20	4
10	2	1	20	20	4
11	20	1	20	20	4
12	30	1	20	20	4
13	10	1	20	20	4
14	10	1	20	20	4
15	10	1	20	20	4
16	10	1	20	20	4
17	10	1	20	20	4
18	10	1	20	20	4
19	10	1	20	20	4
20	10	1	20	20	4





